



Richard Carroll Elementary

142 McMillan St.
Bamberg, SC 29003

Grades	PK-5 Elementary School	
Enrollment	664 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

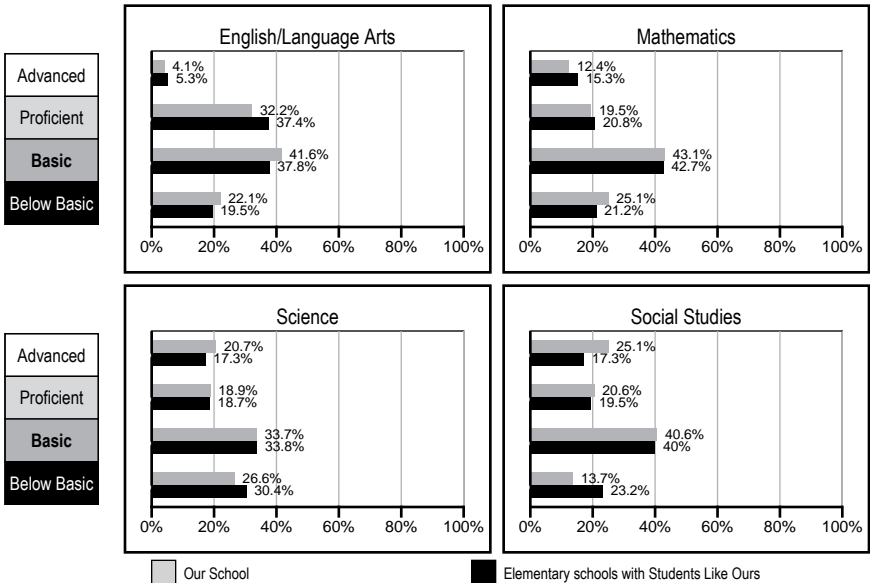
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	66	17	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=664)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 4.3%	2.3%	2.3%
Attendance rate	95.9%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	8.6%	Up from 6.5%	10.9%	10.4%
With disabilities other than speech	6.9%	Down from 8.7%	8.4%	7.5%
Older than usual for grade	0.4%	Down from 1.6%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	64.6%	Up from 60.9%	56.4%	56.7%
Continuing contract teachers	91.7%	Up from 91.3%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 91.4%	87.8%	86.4%
Teacher attendance rate	94.0%	Up from 92.1%	95.0%	94.9%
Average teacher salary	\$44,122	Up 1.5%	\$45,032	\$45,345
Professional development days/teacher	14.7 days	Up from 13.4 days	12.6 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.5 to 1	18.6 to 1	18.5 to 1
Prime instructional time	87.5%	Up from 86.5%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	86.0%	Up from 81.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,132	Up 2.5%	\$6,733	\$7,052
Percent of expenditures for instruction*	72.7%	Down from 73.3%	68.8%	69.1%
Percent of expenditures for teacher salaries*	66.0%	Down from 67.8%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

It has been said that "Success is a journey, not a destination," and RCES remains focused on the goal of preparing students to successfully continue on their academic journey. Teachers and administrators demonstrate their dedication and determination to make this journey a reality for all students by their diligence and commitment to implementing a comprehensive, challenging curriculum based on the S.C. Learner standards.

The data from PACT, MAP, Stanford 10 and Dominie is analyzed to determine academic strengths and needs thereby providing relevant information to effectively drive instruction. Benchmark tests also serve to monitor academic progress.

Early dismissal days provided teachers the opportunity for collaborative, grade-level planning as well as staff development. AIMS training provided hands-on ideas/activities and supplies in the areas of math and science for both campuses. Reading First book clubs continued to provide direction and professional development in the area of Language Arts to all teachers at RCES-Campus A.

During the 2007-08 school year RCES teachers at both campuses utilized for the first time an organized and equipped science lab located at Campus B. The lab gave students access to hands-on activities that promote understanding of scientific concepts.

Three teachers obtained National Board Certification during the 2007-08 school year, bringing the total number of teachers achieving this higher level of certification to eight at RCES.

"I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen" (Frank Lloyd Wright). RCES students and teachers are meeting the standards for progress toward the 2010 S.C. Performance Goal because they realize the price of success and meet the challenge.

Johnnie Smith, Jr. - Principal
Janeth Walker - SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	82	33
Percent satisfied with learning environment	97.7%	75.0%	78.8%
Percent satisfied with social and physical environment	97.7%	73.7%	66.7%
Percent satisfied with school-home relations	93.0%	92.0%	84.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	284	99.7	21.4	41	31.7	5.9	48.7	43.2	48.2	Yes	Yes
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Gender

Male	155	100	27.3	44	22.7	6	42	36.6	41.7	N/A	N/A
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Female	129	99.2	14	37.2	43	5.8	57	50.7	55	N/A	N/A
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Racial/Ethnic Group

White	129	99.2	11.3	40.3	41.1	7.3	59.7	55.8	60	Yes	Yes
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African American	149	100	30.8	42	23.1	4.2	38.5	31.7	31.7	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	47	100	47.8	26.1	10.9	15.2	28.3	17.7	16	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	167	99.4	28.8	45.5	19.9	5.8	37.2	31.5	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	284	99.7	24.4	42.4	19.6	13.7	47.2	44.3	45.8	Yes	Yes
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Gender

Male	155	100	26	40.7	18.7	14.7	44	43.2	45.6	N/A	N/A
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Female	129	99.2	22.3	44.6	20.7	12.4	51.2	45.5	45.9	N/A	N/A
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Racial/Ethnic Group

White	129	99.2	13.7	43.5	23.4	19.4	57.3	59.3	59	Yes	Yes
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African American	149	100	33.6	42.7	15.4	8.4	37.8	30.8	26.9	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	47	100	47.8	30.4	6.5	15.2	28.3	18.8	17.1	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	167	99.4	32.1	44.9	14.7	8.3	35.9	31.5	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	181	100	26	32.9	18.5	22.5	41	37.3	35.7	95.9	95.8
Gender											
Male	91	100	26.1	34.1	15.9	23.9	39.8	40.6	37.4	96	95.7
Female	90	100	25.9	31.8	21.2	21.2	42.4	33.8	33.8	95.8	95.8
Racial/Ethnic Group											
White	82	100	15.2	38	21.5	25.3	46.8	49	49.2	95.2	95.2
African American	96	100	35.5	28	16.1	20.4	36.6	26.5	17	96.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.3	95.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	86.3	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	33	100	46.9	28.1	6.3	18.8	25	16.9	14	95.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	89	91.7
Socio-Economic Status											
Subsidized meals	111	100	35.6	32.7	13.5	18.3	31.7	23.7	21.1	95.6	95.5

Social Studies

All Students	186	100	13.3	39.4	20	27.2	47.2	32.1	34	95.9	95.8
Gender											
Male	108	100	16	36.8	17	30.2	47.2	36.3	36.6	96	95.7
Female	78	100	9.5	43.2	24.3	23	47.3	26.9	31.3	95.8	95.8
Racial/Ethnic Group											
White	79	100	6.4	39.7	20.5	33.3	53.8	42.9	44.5	95.2	95.2
African American	103	100	19.4	39.8	19.4	21.4	40.8	23.8	19.1	96.5	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.3	95.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	86.3	90.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	32	100	31.3	31.3	9.4	28.1	37.5	21.2	14.4	95.8	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	89	91.7
Socio-Economic Status											
Subsidized meals	111	100	17.9	44.3	17	20.8	37.7	24.2	21	95.6	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	85	98.8	22.2	39.5	37	1.2	38.3
	4	85	100	15.9	57.3	22	4.9	26.8
	5	98	100	38.3	38.3	23.4	0	23.4
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	104	99	17.3	33.7	41.8	7.1	49
	4	83	100	19.8	40.7	32.1	7.4	39.5
	5	94	100	25.8	50.6	21.3	2.2	23.6
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	85	100	39.5	39.5	17.3	3.7	21
	4	85	100	29.3	48.8	17.1	4.9	22
	5	98	100	23.4	48.9	17	10.6	27.7
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	104	99	23.5	44.9	13.3	18.4	31.6
	4	83	100	21	37	25.9	16	42
	5	94	100	27	46.1	21.3	5.6	27
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	44	100	47.5	37.5	15	0	15
	4	85	100	31.7	31.7	22	14.6	36.6
	5	48	100	44.7	27.7	6.4	21.3	27.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	50	100	28.3	39.1	15.2	17.4	32.6
	4	83	100	18.5	33.3	23.5	24.7	48.1
	5	46	100	36.4	27.3	13.6	22.7	36.4
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	7.7	48.7	17.9	25.6	43.6
	4	85	100	15.9	46.3	23.2	14.6	37.8
	5	50	100	40.4	38.3	6.4	14.9	21.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	53	100	15.4	42.3	17.3	25	42.3
	4	83	100	7.4	33.3	25.9	33.3	59.3
	5	48	100	20	48.9	13.3	17.8	31.1
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	1	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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